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Language Lessons Grammar Lessons

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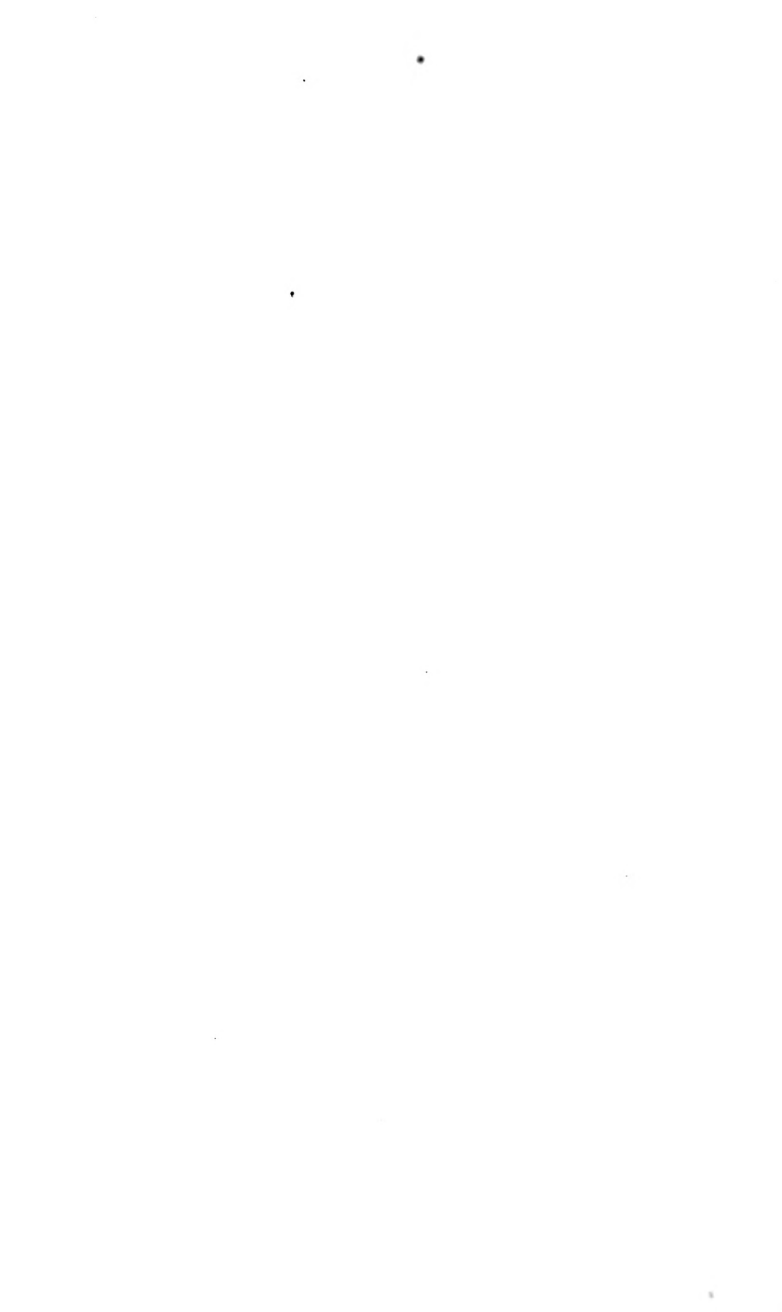


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Book 11

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HINTS FOR LANGUAGE LESSONS

AND

PLANS FOR GRAMMAR LESSONS.

A HANDBOOK FOR TEACHERS.

✓ BY

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PREFACE.



THE following Hints for Language Lessons and Plans for Grammar Lessons are part of the author's instructions in "Method," as given to the students of the Ottawa Normal School.

It is not claimed for these plans that they are the best which can be made for the respective lessons; but they are at least *suggestive* and make a *starting-point* or *rough sketch*, from which the intelligent teacher may develop better ones.

The author has been frequently asked to publish them in book form. In complying with this request, he does so with the hope that they may be found useful to teachers generally.

NORMAL SCHOOL, OTTAWA,
February, 1892.

JOHN A. MACCABE.

iii



LANGUAGE LESSONS.

A PERSON'S language is a test and evidence of his thoughts and mental culture.

In order to "talk" or "speak" well, two things are necessary: we must have thoughts or ideas, and we must have a good command of language to express these thoughts, — language which will "set out" these thoughts in all their fulness and power and effectiveness.

The object of language lessons then is, —

(a) To give the pupil ideas.

(b) To give him the means and the power to express these ideas.

Now, with the young pupil, whence is he to obtain his ideas? where did he find what ideas he has on coming to school? We all get thoughts, directly or indirectly, through the activity of the intellect; that is, through perception or observation, through memory, through imagination, and through reasoning. In the child, which of these powers is first awakened? His powers of observation or perception. Consequently, he gets by far the largest part of his ideas through his observing powers; that is, through the action of his senses. His memory and imagination will supply others. His language, therefore, will in the main refer to what he has seen, or heard, or touched, or tasted, or smelled. As, therefore, he gets his early thoughts through his observing powers, with, as is said above, occasional flights into the fields of memory and imagination, the *first* language lessons, and the greater part of them, must be in the field of thought laid out by his observing powers, his memory, his imagination, and sometimes his reasoning power.

And these language lessons will have a reflex action on the powers used; for the child, when he knows he will be called on to tell what he has seen or heard, etc., will be trained to habits of careful observation. Using this general plan as a basis, he will be led to settle firmly in his language, and use correctly three classes of words: (1) his own words, that is, those he uses intelligently in his every-day conversation; (2) words which he hears others use, and of the meaning of which he has a hazy idea; (3) new words, or words which he hears others use, but of the meaning of which he knows nothing.

Language lessons thus arranged will have the following results:—

1. The cultivation and development of the mental powers — observation, memory, imagination, and reasoning.
2. Quickness in mental activity; quickness in evolving thought.
3. Increase of knowledge — thought enlarged and extended.
4. Increase of vocabulary — new words added to the store, daily, with the new ideas.
5. A command of language.
6. A correct and concise use of language.

The choice of words and the arrangement of these words are the sum and substance of good *composition*. Train the young child to rapid, complete, and accurate observation; this will lead to concise, complete, and accurate description. “Words without thought are empty, but thought without words is helpless.”

GENERAL HINTS FOR CONDUCTING LANGUAGE LESSONS.

1. Lead the pupils to *talk* — to talk about *anything*, provided they talk.
2. See that the pupils make *complete* statements.
3. See that they use grammatical and elegant language — no slang, no impure or irregular idioms.

4. Correct, or lead the pupils to correct, all ungrammatical and inelegant expressions. The correction should be made indirectly, either by inviting the pupil to "say it *another* way," and telling him that you *prefer* a certain way (the correct way), and that you wish him to use that form for the future; or by telling him the correct form. By drill, fix the proper form in the minds of the pupils.
5. Every lesson, no matter what the subject is, should be made a language lesson. Every error in expression should be corrected when made.
6. As soon as possible language lessons should develop a continuous story, and the story should be placed on the B.B.

MATERIAL FOR LANGUAGE LESSONS TO TRAIN TO HABITS OF PROMPT THINKING AND SPEAKING.

For the pupil.

- (1) What I can see in the school-room. What I saw out of school.
- (2) What I can hear. What I heard.
- (3) What I can taste. What I can eat. What I have tasted.
What I have eaten.
- (4) What I can smell. What I have smelled.
- (5) What I can touch. What I have touched.
- (6) Where I can go. How I can go there. Where I went.
How I went there.
- (7) What I have worn. What I can wear.
- (8) What things are worn on the hands. Who wear them.
When. Why.
- (9) What things are worn on the feet. Who wear them.
When. Why.
- (10) What things are worn on the head. Who wear them.
When. Why.
- (11) Objects in the school. What each is made of. Its use.
- (12) What things are in the sky. When seen. What things
are in a store; a mill; a dwelling-house; a church, etc.

ADDITIONAL MATERIAL FOR LANGUAGE LESSONS.

1. What the children have.
2. What they would like best to have.
3. What they would like best to do.
4. What kind of sports they like best.
5. Describe any play they had at recess.
6. What they did during any holidays.
7. What they would do with money if they had all they wanted to spend.
8. Name some things that can swim, run, hop, etc.; some things that have wings. Tell what the cat does; what the dog does; etc.
9. A series of sentences describing any animal.
10. Stories made from pictures.
11. Stories about games.
12. Lessons on the body : its parts ; what each part does. What the pupils can do with their hands ; their feet ; eyes ; ears ; etc.
13. What they saw in coming to school.
14. Guessing and thinking games. Dreams.
15. Showing a stranger the most interesting sights of the city.
16. Action lessons. [The teacher or one of the pupils performs certain actions ; the pupils make statements.] "The teacher (or pupil) raised his right hand." "He raised his left hand." "He raised both hands." "The right hand was raised." "The left hand was raised." "Both hands were raised." "The teacher closed his eyes." "The teacher and the pupil closed their eyes," etc.
17. Describe a day in school ; a day in town ; in the country ; at grandpa's ; in a boat ; on a steamer ; on the cars ; etc.
18. A series of talks on
 Size : developing *large*, *larger*, and *largest* ; *big*, *bigger*, and *biggest* ; *small*, *smaller*, and *smallest*.
 Length, Height, and Depth : developing *long*, *longer*, and *longest* ; *high*, *higher*, and *highest* ; *deep*, *deeper*, and *deepest*.

Color.

Weight: developing *heavy*, *heavier*, and *heaviest*, etc.

Place, developing preposition: "The book is on the table; under the table; over the table," etc.

Form.

Sound: developing *loud*, *louder*, and *loudest*, etc.

19. A series of lessons developing the use of *see*, *saw*, and *seen*; *do*, *did*, and *done*; *sit* and *set*; *lie* and *lay*; *rise* and *raise*.
20. Describe a visit to any place of interest.
21. Describe summer and winter sports.
22. A story is told by the teacher; the pupils tell it afterwards.
23. The teacher makes the *skeleton* of a story; the pupils "fill in" as the story progresses.
24. Literature: understanding, memorizing, and repeating simple passages in prose and poetry; for example:—

(a) Bright little dandelion,
Downy yellow face,
Peeping up among the grass
With such gentle grace.

(b) I love the seasons in their round;
Each has its charm for me;
Wisdom and love in all are found;
God's hand in each I see.

(c) She's somebody's mother, boys, you know,
For all she's aged and poor and slow;
And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she's poor and old and gray,
And her own dear boy is far away.

Taking the first example, the teacher, knowing the ideas in the first line, will question the class about them, bringing out even some of the very words in the line, as well as the ideas. He will then write the line on the B.B. and will ask the pupils to read it several times, until they can say it from memory. The other lines

will be dealt with in a similar manner; and the whole stanza is finally committed to memory.

The advantages of this kind of language lesson are: (1) The value of the thoughts thus treasured up. (2) Cultivation of memory. (3) Cultivation of imagination. (4) Development of the language faculty; an increase in the child's stock of words and in his power to use words. (5) A moral lesson.

GRAMMAR LESSON PLANS.



INTRODUCTION.

THE Lesson Plans set down in the following pages consist each of seven parts: the Topic, the Introduction, the Development, the Generalization, the Technical Term, the Definition, and the Practical Exercises.

The *Topic* contains matter for the teacher alone. It states *pointedly* the aim of the lesson. The more pointed and concise in thought this topic is, and the more *particular* the object aimed at by the lesson, the greater will be its success. For example, if the object of the lesson is to teach the nature of the noun, the topic may be put in much better form than this, — Topic: “To teach the noun,” thus, Topic: “There are certain words which are *names* of things (or names of persons, places, or things). These words are put in one class: a word of this class is called a noun.”

The Introduction. — It has been well said that every lesson should hold out two hands — one to past knowledge, the other to coming knowledge. So it is with the Introduction. It is a review of previous knowledge; it is a review of the known, to lay a foundation for the unknown; it is, as it were, the ploughing and harrowing process by which the soil of the mind is prepared for the knowledge to be implanted. The Introduction should aim also at putting teacher and pupils in good humor with themselves and their work; it should be, as it were, a pleasant vestibule in which to linger awhile, in which to anticipate the good things to come. It is needless to say that the Introduction should be as short as is consistent with the character of the lesson.

The *Development* is the lesson proper. Here the subject should be opened up fully, step after step being taken to fill the mind with the facts, and to give mental exercise through the imparting of these facts. The "steps" should be short steps, and each one should follow in natural sequence from the preceding one. This is the test of the development. And the position of the pupil in this part of the lesson should be that of an investigator.

The Generalization. — As we desire to reach classification, we must first generalize. All the examples we use to illustrate our topic are alike in one particular or more; then we put them in a class on the ground of a common quality.

The *Technical Term* is given by the *teacher*: the pupils cannot be expected to know it.

The *Definition* is given by the *pupils*. If the development has been well carried out, the pupils should be able to give a definition which will embody, in abstract form, the facts gained from the illustrations.

Practical Exercises are of the greatest value in impressing the lessons on the minds of the pupils. They call upon the pupil to *make new illustrations* to which the abstract principle will apply, and to use the new and the old illustrations in *composition*, or the cultivation of the language faculty in the form of written expression of thought.

SUBJECT AND PREDICATE.



Topic.	Every statement may be divided into two parts — one part standing for or naming that about which the statement is made, the other part making the statement about the thing named in the first part. The part standing for that about which the statement is made is called the <i>subject</i> of the statement or sentence; the other part, which makes the statement, is called the <i>predicate</i> .
Introduction.	Ask the class to name some person or thing, such as <i>John, the dog, the cat, birds</i> . Ask them to say something about these things, bringing out such statements as <i>John reads, the dog barks, the cat runs, birds fly</i> . Tell the class that these are called <i>statements</i> , because in them we <i>state</i> or <i>tell</i> something about a person or thing.
Development.	<ol style="list-style-type: none">1. Write on B.B. sentence consisting of a noun and a verb; as, <i>Birds fly</i>.2. Ask the class to read the part which names or stands for that about which we state something. Answer: <i>Birds</i>.3. Underline the word and draw a vertical line after it.4. Ask the class to read the part which states something about the thing named. Answer: <i>fly</i>. Doubly underline this word.5. Drill. What does the first part of this group of words do? It names the thing about which we make the statement. What does the second part do? It makes a statement about that which is named by the first part.

6. Write on the B.B. several other examples, a few of this kind, but gradually increasing the number of words by adding adjuncts of the subject and of the predicate, avoiding for the present, statements too long or too complicated, and leading the pupils to make *two* parts in all cases, and only two,—one naming something, the other making a statement about the thing named.

Generaliza-
tion.

What one thing have we done with all these statements or sentences? What one thing did all these statements permit us to do for them? To break them up or divide them into two parts. What are these parts? [Given in words of development.] How are these parts always known? [This with a view to the division of *inverted* sentences, on the division of which a good drill should be given later on.]

Technical
Term.

The class is now *told* by the teacher that the part which names that about which we make the statement is called the *subject* of the statement or sentence, and that the part which makes the statement is called the *predicate*. The words are written on the B.B., pronounced and spelled by the class.

Definition.

A definition is now drawn from the class,—a simple one, embodying the characteristics brought out in the development. This definition may be written on B.B. and pupils drilled upon it.

Practical
Exercises.

1. A number of statements are given orally by the teacher; the pupils divide into subject and predicate. [The technical terms will now be used.]
2. Statements are placed on B.B.; pupils copy, and as desk work divide them into the two parts.
3. Pupils compose statements, showing the same division.

THE NOUN.

Topic.	Words which are <i>names</i> of things (or names of persons, places, or things) are put in one class. A word of this class is called a <i>noun</i> .
Introduction.	Lead the pupils to see that if we wish to call any person, or to speak of any person or thing, we first <i>name</i> the person or thing, or give it a <i>name</i> .
Development.	<ol style="list-style-type: none"> 1. A number of objects are held up individually before the class. 2. As each object is shown, the class give its name, and this name is written on the B.B. by the teacher. 3. As each name is obtained, the class is led to call it a <i>name</i> or <i>name-word</i>. Good drill in each case. 4. Names of other objects in the school-room obtained from pupils without presenting the object. B.B. and drill on each word, as before. 5. Names of objects outside school-room obtained from pupils. B.B. and drill, as before.
Generalization.	<ol style="list-style-type: none"> 1. Names are read by pupils. 2. Pupils, by questioning, are led to see that all these words on the B.B. are alike in one particular,—all are <i>names</i> or <i>name-words</i>.
Technical Term.	<ol style="list-style-type: none"> 1. The class is now <i>told</i> that instead of <i>name</i> or <i>name-word</i> we use the word <i>noun</i>. Review and drill. What is this word called? [Pointing to the first.] A <i>noun</i>. What is this word called? [Pointing to the second.] A <i>noun</i>. And so on to the end. 2. Technical term written on B.B., pronounced and spelled by pupils.
Definition.	The pupils are asked to give a simple definition of technical term. If necessary, the definition may be written on B.B. and pupils thoroughly drilled upon it.

Practical Exercises.

1. Pupils are asked to give nouns orally.
2. From sentences written on B.B., pupils are asked to pick out nouns and write them in note-books as desk work.
3. From a page of their "Reader" pupils are asked to pick out and write nouns, as in the last case.

THE VERB.

NOTE.— Before laying down a plan for the verb, it is well to consider the aspect in which this part of speech may be best presented to the class. Shall we teach the verb as the chief word in making a statement? the word which of itself can make a statement? or shall we teach the verb as a word which tells about the doing of something? The first aspect is the more scientific one, as it will include *all* verbs; the second is the simpler one, although it will not include *all* verbs. Still, on account of its simplicity and the fact that the great majority of verbs come under it, it is the aspect presented here.

Topic.

Words which tell about the doing of something, or which tell what some person or thing does, are put in one class. A word of this class is called a *verb*.

Introduction.

Pupils questioned as to which of them are ready to help the teacher. How many will do a little work for the teacher? One pupil selected; his name obtained; placed on B.B. What class? Why? What is a noun? Clearly distinguish between *thing* and *name*.

Development.

1. The pupil is called on to walk; class tell what he does. The expression "John walks" thus obtained, placed on B.B.
2. The class is questioned as to the use of the new word. It tells what John does (the *person* John, not the word). Good drill; all the class exercised.
3. The pupil is called on to perform other actions, as talk, sing, bow, jump, run, etc.; the word expressing

the action, obtained in each case and placed on B.B. Good drill on each example as to the use of the new word.

4. Other nouns selected and placed on B.B. The class is called on to add a word to each, telling something that each *thing* does. Drill on the use of each new word.

Generaliza-
tion.

Rapid review, as in the case of the noun. (See Generalization, under "Noun.")

All these words are alike in one particular, — each tells what a person or thing does.

Technical
Term.

Teacher *tells* class that each of these new words is called a *verb*. Review and drill, as in the case of the noun. (See Technical Term, under "Noun.")

Technical term written on B.B., pronounced and spelled. Meaning of "part of speech" brought out.

Definition.

The class is called on to give a simple definition. Definition placed on B.B. Thorough drill.

Practical
Exercises.

1. Short sentences given orally by teacher; pupils pick out verbs.
2. Sentences written on B.B.; pupils copy and pick out verbs.
3. Pupils pick out verbs from page of "Reader."
4. Nouns given orally by teacher; pupils supply verbs.
5. Nouns written on B.B.; pupils copy and supply verbs.
6. Pupils supply both noun and verb.

THE ADJECTIVE.

NOTE.—As the topic anticipates the definition, it is necessary in the case of the adjective, as well as in that of the verb, to consider the definition which will be the simplest and the most easily taught. An adjective is defined as a word which expresses the kind or sort of object named by the noun to which it is attached; or, as a word which expresses a quality in the object named by the noun;

or, as a word which describes the object named by the noun ; or, as a word which limits or modifies the meaning of a noun. It will be seen at once that the last definition is the most logical and comprehensive ; nevertheless, as the first definition is very simple and very easily presented, it is adopted in the plan which follows.

Topic. Some words are used with nouns to express the *kind* or *sort* of thing or object named by the noun. A word of this class is called an *adjective*.

Introduction. A brief review of the noun, with special reference to the difference between the thing and the name.

Development. NOTE. — As adjectives may be arranged in pairs, thus bringing out a contrast, it may be well to make use of this fact to help the lesson.

1. The teacher has on his table a number of *pairs* of objects ; the objects making up each pair are of the same kind, but are the opposite of each other with respect to some quality — such as a long and a short pencil, a new and an old book, a large and a small apple, a rough and a smooth stone, etc.
2. The teacher presents each *pair* to the class, calling for careful observation, until the pupils see the difference with respect to a certain quality.
3. Laying one aside, the teacher asks the class for a word expressing the *kind* or *sort* of object he holds in his hand, obtaining, for example, “short pencil.” These two words placed on B.B.
4. Presenting the other object of the pair, the teacher questions the class in a similar manner, obtaining, for example, “long pencil.” B.B. as before.
5. The class is now questioned as to the use of each of the new words. Each word of the pair tells the kind or sort of object named by the noun.
6. Bring from the class a number of adjectives in pairs, according to the same plan. B.B. and drill.

Generaliza- tion.	The class is led to see that all the new words are alike in one particular—each word expresses the <i>kind</i> or <i>sort</i> of object named by the noun. Drill.
Technical Term.	<ol style="list-style-type: none"> 1. The class is <i>told</i> that each of the new words is called an <i>adjective</i>. B.B. Pupils pronounce and spell. 2. Review and drill as before; pointing to each word, lead the class to call it an adjective. 3. "Part of speech." Further explanation.
Definition.	The class is called on to give a simple definition. Definition is written on B.B. Class thoroughly drilled on the definition.
Practical Exercises.	As given in plan for the verb. For "verb" read "adjective."

THE ADVERB.

Topic.	Some words are used to express <i>how</i> , <i>when</i> , or <i>where</i> an action is performed. A word of this class is called an <i>adverb</i> .
Introduc- tion.	Brief review of verb and action—the word, and the action which the word signifies. Pupils asked to aid in lesson, as in the case of the verb. One pupil selected; his name placed on B.B.
Develop- ment.	<ol style="list-style-type: none"> 1. The pupil is asked to walk from his place to the teacher's desk, and to take as long a time as possible in doing so. 2. The class is asked to give the word which tells what the pupil did. "Walked." This word is placed on B.B. to make a statement about pupil. "John walked." What part of speech is "walked"? 3. The class is questioned as to <i>how</i> the walking was done—<i>how</i> John walked. Bring out the word "slowly." Sentence on B.B., "John walked slowly." [Should

the class give "slow" instead of "slowly," correct without comment.]

4. The class is now questioned as to the use of the new word. It tells *how* the action is performed. Drill.
5. The pupil (who has been sent back to his place) is again asked to walk to the teacher's desk, and to take as short a time as possible in *walking* (not *running*).
6. As in 3, bringing out and using in new statement, to be placed on B.B., "quickly" instead of "slowly."
7. As in 4, with good drill.
8. Bring out other adverbs, *objectively*, as far as possible; for example, *quietly, neatly, carelessly, cheerfully*, etc., with the usual drill on each.

Generaliza-
tion.

The class is led to see that all the new words are alike in one particular — each tells *how* an action is performed. Rapid review and drill, to bring out the common characteristic.

Technical
Term.

The class is told that each of the new words is called an *adverb*. Technical term written on B.B., pronounced and spelled by class.

Definition.

A simple definition brought from the class as usual. "An adverb is a word which expresses *how* an action is done." [See note below.]

Practical
Exercises.

On the plan of those suggested under "The Verb," making the changes needed by the new part of speech.

NOTE. — In another lesson the class may be taught that certain words express *when* an action is performed. This may be done by a plan similar to that already given. Then the definition will be modified, "a word which expresses *how* or *when* an action is done." In a third lesson adverbs expressing *where* may be presented similarly and the definition changed accordingly.

The fact that an adverb sometimes modifies an adjective, and sometimes another adverb, may be kept out of sight for the present.

THE PRONOUN.

Topic.	Some words are used instead of nouns to avoid repeating the noun. A word of this class is called a <i>pronoun</i> .
Introduction.	Review "noun" by examples, bringing from pupils proper and common nouns, but making no mention of this distinction.
Development.	<ol style="list-style-type: none">1. Teacher writes on B.B. a sentence in which the nouns are repeated, no pronouns being used; for example, "John gave John's pen to James, and James lent the pen to Jane to write Jane's copy with the pen."2. The sentence is read by one or more of the pupils.3. The sentence is taken in parts; for example, "John gave John's pen to James." This part is re-written on the B.B., and the pupils read it.4. The class is now questioned as to whether this is the <i>usual</i> way of making such a statement. [The class should not be questioned as to whether this is the <i>right</i> way. It is <i>right</i>, but <i>inconvenient</i> or <i>unusual</i>.] From the pupils' knowledge of the spoken language, they should be able to suggest a change in the word <i>John's</i>. Appeal to their own way of talking. "John gave <i>his</i> pen to James."5. Draw a stroke through the word <i>John's</i>, putting "his" over it.6. Bring from the class the use of <i>his</i>: it stands in place of the word "John's." Why the change? Drill.7. Proceed in a similar manner with the other parts of the sentence, the pupils making the necessary changes. Good drill in each case.8. Deal similarly with another sentence, or other sentences, if necessary.

Generaliza- tion.	The pupils are led to see that all the new words are alike in one particular, — each is used to take the place of a noun. Review and drill.
Technical Term.	The class is <i>told</i> that each of the new words is called a <i>pronoun</i> . B.B., pronunciation and spelling as before.
Definition.	A simple definition is drawn from the class. It should be in keeping with the function of the pronoun as presented to the class.
Practical Exercises.	<ol style="list-style-type: none"> 1. Sentences on B.B., similar to those used above; pupils copy and substitute pronouns for nouns where necessary. 2. A page or pages of "Reader" assigned; pupils pick out pronouns. 3. "Skeleton" sentences given (pronouns omitted); pupils supply pronouns.

THE PREPOSITION.

Topic.	Some words express <i>relation</i> between things (chiefly relation of place), and are used to join the words which express these things. A word of this class is called a <i>preposition</i> .
Introduc- tion.	Development of the idea expressed by "relation"; literally, the carrying of the thought from one thing to another.
Develop- ment.	<ol style="list-style-type: none"> 1. Teacher places a book on the table. 2. Pupils make a statement as to where the book is. Bring out "The book is on the table." Bring from the class that three words will express this, "book on table." Place these three words on B.B. 3. Teacher holds the book under the table.

4. Pupils make a statement about new position. "The book is under the table." The three important words selected and placed on B.B., "book under table."
5. Bring from the class the fact that the second group of words shows *a change of place*.
6. Bring from the class the word which shows or tells this change of place — the word *under*.
7. Now call attention to *on*, and lead the pupils to see that if we think of the *things* book and table, as spoken of above, *on* and *under* show a relation of place between the *things*, and the words "on" and "under" in the groups of words join the words *book* and *table*.
8. Bring from the class such groups as "book *at*, *over*, *above*, *near*, *beside* the table"; "pencil *through* ring"; "ball *from* hand *to* wall," etc., giving good drill.

Generaliza-
tion.
Technical
Term.
Definition.

} As in former plans.

Practical
Exercises.

1. Skeleton sentences; pupils supply prepositions.
2. Prepositions; pupils place them in sentences.
3. Pupils pick out prepositions from page of "Reader."

THE CONJUNCTION.

Topic.

Some words are used to join other words, or to join statements. A word of this class is called a *conjunction*.

Introduc-
tion.

Review statement and word. Lead the pupils to understand "joining" by reference to the cars of a train, or some similar illustration.

Develop-
ment.

1. Teacher writes on B.B. the following sentences:—
 - (a) Cats catch mice;
 - (b) Cats catch birds.

2. Teacher asks for a *shorter* way of telling these two stories, obtaining "Cats catch mice and birds."
 3. Attention called to the change; particular reference to the new relation of the words *mice* and *birds*; they are joined or linked together.
 4. Attention called to the word which joins them or links them — *and*; its function, it joins these two words.
 5. Other illustrations; as, —
 - (a) John came to see us;
 - (b) Mary came to see us.
 6. Pupils combine as before, "John and Mary came to see us."
 7. Sentences on B.B.; thus, —
 - (a) John went to Toronto;
 - (b) James went to Toronto;
 - (c) William did not go;
 - (d) He was sick.
 8. Lead pupils to combine, obtaining the following: "John and James went to Toronto; but William did not go because he was sick."
- NOTE. — It is quite possible that in combining, the pupils may use *and* a second time, instead of *but*; lead them to see that the idea introduced by *but* is something *taken away* from the important statement rather than something *added*; therefore we cannot use *and*.
9. Take other examples, introducing *or* and *nor*: "John or James will arrange the maps after school." Lead the class to see that if this order is given, *both* will remain until one is selected.

Generaliza-
tion.
Technical
Term.
Definition.

} As in former plans.

Practical Exercises.

1. Pupils pick out conjunctions from sentences on B.B., or from page of "Reader."
2. Skeleton sentences; pupils supply conjunctions.

THE INTERJECTION.¹

Topic.

Some words in the language express *feeling* or *emotion* (joy, pain, sorrow, surprise, etc.). They do not combine with other words, but are, as it were, *thrown into* the sentence.

Introduction.

A review of the *statement*, with special reference to how it is made up.

Development.

1. Teacher says to class, "Not long ago I heard a little boy say 'Hurrah!'"
2. The class is questioned as to how the boy must have felt while he was saying this word. What made him say it? How did he say it? (The class say it.)
3. The word is placed on B.B., with exclamation mark.
4. Teacher says, "I did not hear the boy say anything else, but I knew he felt glad, joyful. How did I know?" Bring from class that the *word* itself makes this known to us; that it expresses this joy.
5. The class is questioned as to the feelings of a person who shouts *Oh!*
6. Bring from them that this word expresses pain, pity, joy, surprise.
7. Introduce *Ah! Pshaw! Help! Hark! Fire!* etc., in a similar way, leading the class to see that, together with *special* words expressing feeling, *any part* of speech may be so employed.

Generalization.

Two aspects: all these words are used to express feeling, and make sense of themselves, not requiring *other words* to help them by combining with them.

¹ For the ideas on which this plan is based, the author is indebted to the "Lessons in English," by Mrs. Knox-Heath.

Technical
Term.
Definition.
Practical
Exercises.

} As in former plans.

PROPER AND COMMON NOUNS.

Topic.

Certain names are class names, and are thus the *common* property of all the individuals of the class; other names are *private* property, and are thus given to the individual to distinguish him, her, or it from the others of the same class. A noun of the first kind is called a *common* noun; one of the second kind, a *proper* noun.

Introduc-
tion.

A brief oral drill on the function of the noun; class called on to give nouns; idea of "common" developed — "The story was quite common."

Develop-
ment I.

1. Class questioned as follows: If the teacher wishes a boy or a girl to close the door, and says, "Boy, close the door," or "Girl, close the door," who will do it?
2. The pupils are led to see that any boy or girl in the class may do it, because the name *boy* applies to *every* boy, and the name *girl* applies to *every* girl.
3. The words *boy* and *girl* are thus obtained and written on the B.B. Good drill to show that each word is a *class* name, or a name *common* to all the individuals of the respective groups.
4. Such names as *pupil*, *scholar*, etc., obtained in a similar manner. Drill.
5. Such names as *city*, *province*, *river*, etc., presented in a similar manner. Drill. "Where is he?" "He is in a *city*." What information will this give? "Who has my book?" "The *boy* (or *pupil*) has your book." What information does this give?

Generaliza-
tion.

Technical
Term.
Definition.

} As in former plans.

Practical
Exercises.

As in former plans.

Develop-
ment II.

1. Class questioned as before: If the teacher wishes a particular boy or girl to close the door, will he use the word *boy* or the word *girl*? No. He will use a particular name; such as *John*, *Sam*, or *Mary*.
2. These names are obtained from the class, put on B.B., and made the subject of drill, as usual. Each word is the name of an individual, or one particular person in the class, to distinguish him from the other persons of the class.
3. Such names as *Ottawa*, *Washington*, *Ontario*, *St. Lawrence*, *Mississippi*, obtained and used for a thorough drill.
4. Bring from the class a number of names for particular persons and places, and drill as before.

Generaliza-
tion.

Technical
Term.

Definition.

Practical
Exercises.

As in former plans.

Now contrast the two kinds, showing difference, and drill on distinguishing one kind from the other.

TRANSITIVE AND INTRANSITIVE VERBS.

Topic.

Some verbs express an action which *goes out* or *over* from the actor or doer to something else; others express an action which does *not go out* to anything, but remains with the doer. A verb of the first kind is called a *transitive* verb; one of the second kind, an *intransitive* verb.

Introduc-
tion.

The class is questioned as to the function of the verb, with special relation to action; examples given, with reasons; drill on how actions are named, — from *break* we have the action of *breaking*; from *throw*, the action of *throwing*; etc.

Development I.

1. The teacher breaks a piece of glass.
2. The class is called on to make a statement about what has been done, — “The teacher broke the glass.” (Change to *breaks*, if considered necessary.) B.B.
3. The attention of the class is now called to the action, *breaking*, and to the verb which expresses this action, *break*. Did the action of *breaking* go out to anything? Yes; to the glass. (To the *object*, glass.)
4. Drill. The action expressed by *broke* (*breaks*, or *break*) went out to the *thing* expressed by the word *glass*. The verb, therefore, expresses an action which *goes out* to something.

NOTE. — Some teachers now introduce an example of the *intransitive* verb, and thus *contrast* both kinds at once, continuing the lesson on this basis.

5. Other illustrations, — “struck the table,” “threw the ball,” “lifted the book,” “bent the rod,” — all of which may be presented objectively. Drill in each case, bringing out the special point, — the verb expresses an action as *going out* or *gone out* to something.

Generalization.

Technical Term.
Definition.

} As in former plans. The “Practical Exercises” may be held over until after the intransitive verb is developed, if it is taken separately.

Development II.

1. The teacher walks along the platform.
2. The class is called on to make a statement about what has been done, — “The teacher walks or walked.” B.B.
3. Attention called to the action, *walking*, and to the verb. Did this action of walking go out to anything? No; it remained with the doer of the action.

NOTE. — The teacher may meet a difficulty here. The pupils may say that the walking *goes out* to the *platform*. In this case we can but try to lead the pupils to see that the *walk-*

ing does not go out to the platform *in the same sense* as the *breaking* goes out to the *glass*. On account of this difficulty, many teachers prefer to present the transitive verb as one which, *of itself, does not make complete sense*, but requires a noun or pronoun after it to complete the sense; and the intransitive verb as one which, *of itself, does make complete sense*, and thus requires *nothing after it* for this purpose. The plan given here is based on the *literal meaning* of the terms, a meaning which must be presented to the class at some time.

4. Drill. The action expressed by the verb *walked did not go out* to anything in the same sense as the action of breaking, striking, throwing, etc., went out. The verb expresses an action which does not go out to anything beyond the actor.
5. Other illustrations, bringing out such verbs as *bow, smile, laugh*, etc. Drill in each case, leading the class to see that the verb expresses an action which *does not go out* to anything.

Generaliza-
tion.
Technical
Term.
Definition.

} As in preceding plans.

Practical
Exercises.

1. The teacher gives, orally, a number of sentences containing transitive and intransitive verbs, and calls on the pupils to name the verb in each case, and tell whether it is transitive or intransitive, and why.
2. Teacher places on B.B. a number of sentences; pupils copy and pick out verbs of each kind.
3. A page or pages of the Reading Book may be used for the same purpose.
4. The pupils may be required to make sentences containing transitive or intransitive verbs.

QUALITATIVE, QUANTITATIVE, AND DEMONSTRATIVE ADJECTIVES.

NOTE.—Some teachers' present all three kinds in one lesson. By means of groups of sentences (such as *new book*, *two books* or *many books*, *this book*) the pupils are led to see that in the first case we have a quality expressed; in the next, number; and in the last, a special *pointing out*. Each kind may be made the subject of a special lesson. Thus:—

QUALITATIVE ADJECTIVE.

Topic.	Of adjectives, some express a <i>quality</i> as existing in the objects named by the nouns to which these adjectives are attached. An adjective of this kind is called a <i>qualitative</i> adjective.
Introduc- tion.	Develop the idea of "quality." "He had many good qualities." What meaning? Give other illustrations.
Develop- ment.	<ol style="list-style-type: none"> 1. Teacher places on B.B. a sentence or phrase containing a qualitative adjective; such as "tall man." 2. Pupils pick out the adjective and tell why it is so,—it is joined to the noun for a purpose. 3. By questioning, bring from the class what this purpose is. It is joined to the noun to express a <i>quality</i> in the thing named by the noun,— "tallness" in the man. Drill. 4. Take other examples, such as "large apple," "new book," "straight stick," "swift horse," "smooth board," "coarse paper," etc. Bring out the special point,— each adjective expresses a <i>quality</i>.
Generaliza- tion.	} As in preceding plans.
Technical Term.	
Definition.	
Practical Exercises.	May be given here specially, or held over until the three kinds of adjective are learned; thus basing these

exercises on contrast. If given here, they will follow the usual plan, — picking out qualitative adjectives from sentences, oral or written, and making sentences containing such adjectives.

QUANTITATIVE ADJECTIVE.

Topic.

Of adjectives, some express *number* or *quantity* with reference to the object named by the noun. An adjective of this class is called a *quantitative* adjective.

Introduction.

Develop the *general* idea of “number” and “quantity.” The familiar “how many” is similar in meaning to “what *number*.” Illustrate. The familiar “how much” is equivalent in meaning to “what *quantity*.” Illustrate.

Development.

1. The teacher places on B.B. two phrases : —
 large apples ;
 two apples.
2. The attention of the pupils is called to the noun ; it is the same in both phrases. The same *object* or *thing* is spoken of in both cases.
3. The attention of the pupils is called to the adjectives. The pupils pick them out and tell why they are adjectives. They are joined to nouns for certain purposes.
4. What does the first adjective, *large*, express ? What is it called on that account ?
5. Now look at the word *two*. Does it express a *quality* ? No. Drill on this point, and bring from the class that it expresses “number.” Answers to the question, “how many ?” Drill.
6. Take other illustrations and deal with them in a similar manner.
7. Then take illustrations, such as the following : —
 great heat strong heat
 more heat much heat

proceeding as before to bring out the contrast and to show the function of the new kind of adjective.

Generaliza-
tion.
Technical
Term.
Definition.
Practical
Exercises.

As in the plan for the Qualitative Adjective.

DEMONSTRATIVE ADJECTIVE.

Topic.

Of adjectives, some *point out* that which we are speaking of, by indicating some kind of relation which it bears to others, or to the speaker. An adjective of this class is called a *demonstrative* adjective.

Introduc-
tion.

Review the *general* function of the adjective. It is a word joined to a noun to limit or modify its meaning.

NOTE.—For the substance of the following Development, the author is indebted to Mrs. Knox-Heath's "Language Lessons."

Develop-
ment.

1. The teacher places one of his own books on his desk, and calls upon the pupils to act in a similar manner.
2. Teacher now questions one of the pupils thus: "Of all the books I see, which book is yours?" The pupil will answer, "This book is mine."
3. Teacher repeats the question several times, proposing it to a new pupil on each repetition and bringing out the same answer, "This book is mine."
4. B.B. and drill, — *book* the name of one thing, and *this* showing what particular book is meant (the one on the desk of the particular pupil who used the words).
5. Teacher again questions the class: "Of all the books on desks, what book is mine?" bringing out the answer, "That book is yours."
6. B.B. and drill as before, — *book* the name of one thing, and *that* showing what particular thing is meant.

7. Compare and contrast *this* and *that* as to use. Lead the pupils to see that each *points out* some particular object or thing: but *this* refers to an object near the person who uses the word; *that*, to an object more distant.
8. Teacher puts two or more books on his desk; pupils do the same.
9. *These* and *those* brought out as before, and dealt with as *this* and *that* were dealt with.
10. A thorough drill on the four words, *this*, *that*, *these*, and *those*.

Generaliza-
tion.
Technical
Term.
Definition.
Practical
Exercises.

As in preceding plans.

PERSONAL, RELATIVE, INTERROGATIVE, AND DEMONSTRATIVE PRONOUNS.

THE PERSONAL PRONOUN.

Topic.

Some pronouns tell *by their form* whether they stand for the name of the speaker, name of the person spoken to, or name of the person or thing spoken of. A pronoun of this class is called a *personal* pronoun.

Introduc-
tion.

A review of the *general* function of the pronoun, — a word used instead of a noun or name.

Develop-
ment.

1. A pupil is asked for his name; this name is placed on the B.B.
2. The pupil is now asked to make some statement about himself. He will use *I*, — "I came to school this morning." B.B.
3. The class is now questioned as to the boy's name, and led to see clearly that, when speaking of himself, he does not use his name, but uses *I* instead.

4. Call upon another pupil to speak of himself. He, too, will use *I*. Another will use *I*. B.B. and drill. Bring from the class the statement of fact that *I* is always used by a person when he speaks of himself.
5. Put on B.B. "*I* always stands for name of speaker, and whenever we see it, we *know at once* some one is speaking of himself."
6. Obtain *we* in a similar manner. A pupil is called on to speak of himself *and* another, or others. He will use *we*. B.B. and drill, leading up to the fact that the speaker uses this word when he speaks of *himself* and *another*, or *others*.
7. Teacher hands pupil a pencil, and says to that pupil, "Tell me what I did just now." The pupil will answer, "*You* gave *me* a pencil." B.B. Drill on *you* and *me*, — one (*you*) used for the name of the person spoken to; the other (*me*) stands for name of speaker. A new word.
8. *He, she, they, them*, etc., brought out *objectively* in a similar manner. Thorough drill on each word, to lead the class to see that by the *form* of the pronoun we can tell whether it stands for the name of the speaker, the name of the person spoken to, or the name of the person or thing spoken of.

Generaliza-
tion.
Technical
Term.
Definition.
Practical
Exercises.

} As in preceding plans.

THE RELATIVE PRONOUN.

Topic.

Some pronouns *relate*, or *carry* the mind *back*, to a noun going before, and join to that noun a modifying statement. A pronoun of this class is called a *relative* or *conjunctive* pronoun.

Introduc-
tion.

Develop-
ment.

Drill on functions of pronoun and conjunction.

NOTE. — Some teachers adopt the synthetic process in presenting this kind of pronoun, and adopt it with success. Thus: "The general was killed. He took Quebec. — The general was killed *and* he took Quebec. — The general was killed *who* took Quebec. — The general *who* took Quebec was killed." *Who* takes the place of *and* *he*, or the place of a conjunction and a pronoun. By a number of similar illustrations *which* and *that* may be developed. The following is an analytic plan: —

1. Sentence on B.B.: "The man who was hurt received a large sum of money."
2. The class is called on to pick out the first noun and the pronoun which stands for that noun, — the pronoun *who*.
3. Drill on this first use of *who*. Stands for or carries the mind back to the noun *man*.
4. By questioning, lead up to the other use of *who*. Say to the class, "Suppose one of you were sent with this money, would you give it to the first man you met? No; a *particular* man must be searched for, — a man *who was hurt*. Then *who* brings along with it and connects with the word *man* the words *was hurt*, to modify its meaning. Therefore *who* is a *connective* in this case."
5. Drill on this second use of *who* and on the two uses, — pronoun and conjunction.
6. Take other examples of *who* (its *restrictive* use is the best for this purpose). Introduce *which* and *that* in a similar manner.

Generaliza-
tion.

Technical
Term.

Definition.

Practical
Exercises.

As in preceding plans.

THE INTERROGATIVE PRONOUN.

Topic.	<i>Who, which, whose, and whom</i> sometimes <i>help</i> in asking questions. When they do this, they are called <i>interrogative</i> pronouns.
Introduction.	Review the function of the pronoun. Review "statement" and "question."
Development.	<ol style="list-style-type: none"> 1. Place on B.B. an interrogative sentence: "Who is first on the Honor Roll for this month?" 2. The pupils read the question. Their attention is called to it as a whole, — to what it does, and to the fact that <i>every word</i> in it helps to that end. 3. The class is led to see that the most important word is the <i>pronoun</i>. 4. This is shown by the fact that the answer to the question is really an answer to the <i>pronoun</i>; and that if we wish to <i>repeat</i> the question, one word (the pronoun) will do this. 5. What, then, is the important word, and why? 6. Other examples still further exemplifying <i>who</i> and introducing <i>which</i>. 7. (At the discretion of the teacher.) Position. These pronouns are not always found in the beginning of the sentence: "With <i>whose</i> permission did he leave?" "Of <i>whom</i> did he speak?"
Generalization.	Rapid review. All these words are alike in this: each is the most important word in the question, as it is upon it the question turns.
Technical Term.	The class is told that the pronoun, having the post of honor in the sentence, receives as its own name the name of the sentence — interrogative.
Definition. Practical Exercises.	} As in former plans.

THE DEMONSTRATIVE PRONOUN.

NOTE.—This will be taken as a *type* of the so-called adjective pronouns—the so-called possessive, distributive, demonstrative, and indefinite pronouns.

Topic.

When the demonstrative adjective is used alone, or without the noun which it modifies, it is called a *demonstrative pronoun*.

NOTE.—Of late, grammarians are inclined to call *he*, *she*, and *it*, *demonstrative* pronouns. There is no special advantage gained by removing *he* and *she* from the class, Personal Pronoun.

Introduc-
tion.

Review noun, adjective, and pronoun. Show clearly that the adjective is almost always joined to a noun, and that the pronoun stands alone.

Develop-
ment.

1. Place on B.B. a sentence obtained objectively; such as "This book is new."
2. Review use of *this* in the sentence. It is a demonstrative or "pointing out" adjective, modifying the meaning of the word *book*.
3. Ask the class whether the statement may be shortened by the omission of any word or words. Bring out the form "This is new."
4. Drill. What word is omitted? What part of speech? What was the use of the remaining word before? What is its use now? It has not the noun after it, but makes sense of itself.

NOTE.—This is really the only reason why these words are called *pronouns*,—a name to which they have little or no claim,—because they do not make sense of themselves. The mind either supplies the noun or a *gesture* takes the place of the noun. All these words should be placed in the *Adjective* class, and should be *kept there*.

5. Give numerous examples, bringing out *that*, *these*, and *those*, showing in each case that the demonstrative

	adjective may be used without its noun and we may understand what is meant.
Generalization.	As before.
Technical Term.	When the demonstrative adjective is used without its noun, we call it a demonstrative pronoun.
Definition.	As before.
Practical Exercises.	As in former plans.

ADVERBS OF PLACE, TIME, MANNER, MEASURE, OR DEGREE.

Topic.	Of adverbs, some express the place, some the time, some the manner in which an action is performed; others express the measure or degree of action or quality as suggested by a verb, an adjective, or an adverb. Adverbs are thus divided into adverbs <i>of place</i> , adverbs <i>of time</i> , adverbs <i>of manner</i> , adverbs <i>of measure</i> or <i>degree</i> .
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ADVERBS OF PLACE.

[Taken as a Type Lesson.]

Introduction.	Review <i>general</i> use of adverb, — it is joined to a verb, adjective, or adverb to modify its meaning.
Development.	<ol style="list-style-type: none"> 1. Place on B.B. a sentence such as the following: "My brother works here." 2. Bring from the class the <i>verb</i> and the <i>action</i> expressed by it. 3. What is the adverb in this sentence? <i>Here</i>. 4. To what word is <i>here</i> joined? What is its use? Bring from the class that it tells the <i>place</i> of the action, or the place in which the action is performed. 5. Drill. This adverb expresses <i>place</i>.

6. Take other illustrations, in the form of sentences, containing *yonder, back, forward, out, hither, hence*, omitting, for the present, adverbs that may be used as prepositions.

NOTE. — If the teacher desires it, *all* the sub-classes may be presented in *one* lesson. In this case, we would now generalize on the adverbs of place, and proceed with examples of adverbs of *time*, dealing with them in a similar manner and generalizing at the close of the examples. The other sub-classes would be taken up in order.

Summary
of
Review.

Some adverbs express place; some, time; etc. We have, therefore, —

Technical
Term.

Adverbs of place, of time, etc.

Definition.

As usual.

Practical
Exercises.

1. Oral exercise. Teacher makes sentences; pupils pick out adverbs and sub-classify.
2. Sentences on B.B. or in Reading Book used for "picking out" adverbs and sub-classifying.
3. Skeleton sentences; pupils supply adverbs.
4. Pupils make sentences containing each kind of adverb.

INFLEXIONS.

NUMBER.

NOTE. — As it is exceedingly difficult to give a strictly *logical* definition of these terms, *Number, Gender, Case, Mood, Tense, etc.*, it is just as difficult to give a concise *topic* for lessons used to present these terms to a class. It is much more easy to say “When a noun names *one* object of a class, that noun is said to be *in* the singular, or *of* the singular number, or is said to *have* the singular number,” than to say logically what the singular number *is*. Modern grammars make defining no easier than before; and it must be said that many of the so-called definitions are not *definitions* in the strict sense of the word. In these cases, therefore, the teacher must fall back on the “function” or “property” or “description” involved in these terms, and have the pupils define them *indirectly*.

Topic.

There are certain noun forms, each of which names *one* object of the class represented by the noun; there are others, each of which names *more than one* of the class represented by the noun. This “property” in the noun is called its *number*. A noun of the first kind is called a noun of the *singular* number; one of the second kind, a noun of the *plural* number.

Introduction.

Review the function of the noun. Lead the class to see that a noun may name a single object or a group or collection of objects.

Development.

1. Hold up an object before the class; obtain the name (for example, *book*); place name on B.B.
2. Question. How many things are named by this word? or, How many objects of the class *book* (using the class name thus) are mentioned by this noun? One. Drill.

3. *Several* objects presented thus *singly*: the name is brought from the pupils in each case. B.B. and drill on each name, bringing out clearly that each names but *one* of the objects of the class of objects represented by the noun. Place names in a column.
4. Rapid review, going over *all these names*, leading class to see the one common characteristic, — each names *one* thing.
5. A collection of objects of the same kind presented to the class (objects different from those used before will bring in greater variety). The pupils are called on to give *one* word that will name the *collection*: say, *pens*. B.B.
6. Question as before. For how many things does this name stand? *or*, How many of the class (using class name) are named by this word? Bring from the pupils the expression, “more than one.”
7. Several names of collections obtained and dealt with in a similar manner.
8. Rapid review, as in 4.

Generaliza-
tion.

All the words in both columns are considered in the light of “how many things they name.” The words of one column name single objects; the words of the other column name *collections* of objects.

Technical
Term.

Tell the class that this property or characteristic in the word is called its “number”; and that when we think of a word as standing for or naming one thing or more than one, we are said to be thinking of its “number.”

Definition.

Bring from the class a general definition of “number,” in the light of the preceding. Then it will be easy to distinguish between the singular and the plural and to give these new names.

Practical Exercises.

1. Teacher gives a number of nouns orally ; pupils tell the "number" of each.
2. A list of nouns on B.B. ; pupils copy and make *two* lists, according to difference in "number."
3. Nouns selected from a page or passage of the Reading Book may be dealt with similarly.
4. The pupils are asked to supply examples of each kind.

GENDER.

Topic.

Some nouns are the names of living things (that is, of human beings and other animals); others are names of things without life. Nouns of the first kind are said to have *gender*; those of the second kind are said to have *no gender*. Of nouns having *gender*, those naming beings of the *male sex* are said to be of the *masculine gender*; those naming beings of the female sex, *feminine gender*.

NOTE.—The term "neuter" should be banished from the vocabulary of grammatical terms.

Introduction.

Review the function of the noun as a *naming* word, — naming things with life, and things without life

Development.

1. A number of nouns are placed on the B.B. (these nouns include in nearly equal numbers, masculine nouns, feminine nouns, and nouns without gender). For the present lesson the gender nouns will be names of human beings only. Nouns should be placed in *one* column and arranged promiscuously as regards their gender.
2. The pupils are called on to separate and classify. The teacher, *at their suggestion*, places in one column names of living things; in the other, the remaining names, which are names of inanimate objects.

- | | |
|---|--|
| | 3. Rapid drill, calling attention to this distinction, pointing to each noun. All the nouns in one column are names of living beings; all in the other are names of things without life. |
| Generalization
(in part). | 4. The class is now <i>told</i> that the names or nouns in the first column (the names of living beings) are, <i>on that account</i> , said to have <i>gender</i> ; the others are said to have <i>no gender</i> . |
| Definition. | 5. Good drill on this distinction; and a <i>definition</i> of "gender" may be drawn from it again in <i>indirect</i> form: "A noun is said to have <i>gender</i> if it is the name of a living thing; and is said to have <i>no gender</i> , if it is the name of something having no life." Or, "When we think of a noun as naming some <i>living</i> thing, we are said to think of its gender." |
| | 6. Place as the "headings" of two new columns the words "man" and "woman." |
| | NOTE. — Instead of these headings, the teacher may place the following: "Names of beings of the male sex"; "Names of beings of the female sex." The form in 6 is preferable. |
| | 7. The pupils are now called on to divide the words of the "gender-noun" column into two classes, — those corresponding to the word "man" being placed under this word; those corresponding to the word "woman" being placed under this word. |
| Generalization
(in part)
and
Technical
Terms. | 8. Class is led to see that words in <i>both</i> these new columns have <i>gender</i> ; and is <i>told</i> that words in the column headed "man" are said to be of the <i>masculine</i> gender; those in the column headed "woman" are said to be of the <i>feminine</i> gender. |
| Practical
Exercises. | Similar to those suggested in plan for presenting "Number." |

CASE.

NOTE. — A modern grammarian uses the term “Subjective Nominative.” It is to be regretted that he has not gone farther, and thus lend the weight of his authority to the term “Objective Nominative.” The term *nominative* has nothing in the etymology of the word to restrict it to the place of the *subject*. It means, literally, the *name* (the *unchanged* name). If, therefore, we agreed to limit the use of the word *nominative* to the unchanged name, no matter what its *position*, we could have two “cases” of the unchanged name, — the *subjective* nominative (the unchanged name used as a *subject*) and the *objective* nominative (the unchanged name used as the *object* of a transitive verb, or of a preposition). Usage, of course, makes the combination “objective nominative” appear a contradiction of terms; but it is usage alone which does this: etymology does not show any inconsistency. Together with these two cases of the unchanged name, we would have one case of the *changed* name, — the possessive.

Topic.

A noun when used in a statement or other group of words is generally related to some other word in the group. This *relation* we call *case*, of which there are three kinds, — the *nominative* Case, the *objective* Case, and the *possessive* Case.

NOTE. — A *separate* plan for *each case* will follow; but in this, as in *all* preceding and in *all* succeeding plans, the analytic process may be adopted, and by illustrations the *three* cases may be presented in *one* lesson. For example, I may place on the B.B. the following, and a number of like sentences: “John’s father killed a bear.” I can easily develop the relation of “father,” “bear,” and “John’s.” Call these relations *cases*, and name these cases.

Introduction.

Review or develop the idea of “relation” with reference to words, — “John reads.” The word “John” is *related* to the word “reads.” They make sense when taken together.

NOMINATIVE CASE.

Development.

1. Sentence consisting of noun and verb placed on the B.B., — “John reads.”

2. Class pick out and distinguish subject from predicate; and they will pick out the *noun* as the *subject* of the verb.
3. What part of speech is the subject? What is the use of this noun in the statement? With what word is it connected? To what word is it *related*? What is the relation? It is *related* to the verb by being its *subject*.
4. Build up from "related as subject" the expression "subjective relation." The noun is in the subjective relation to the verb. Drill.
5. Take a number of examples, dealing with them in a similar manner, and with thorough drill, — each noun is in the subjective relation to the verb.

Generaliza-
tion.

Rapid Review. All these nouns are in the subjective relation to the verb.

Technical
Term.

Tell the pupils that to express this relation to another word, we say the noun has *case*, meaning, thereby, *relation*. Drill. This noun (pointing to first noun) has? Case. This noun (pointing to second one) has? Case; etc. What case? The *subjective case*. Tell the pupils that, instead of saying subjective case, we say *nominative case*. Good drill on this name. Write it on B.B.

Definition.

Obtained from the pupils in the usual way; a hint is given that "nominative case" may include *other* forms of relation, forms which the pupils will learn later.

Practical
Exercises.

1. Sentences on B.B. (no case used other than nominative). Pupils pick out examples of nominative case, and tell why.
2. Reading Book used for same purpose.
3. Pupils make up sentences containing nouns in nominative case.

OBJECTIVE CASE.

Introduc-
tion.

Develop the *general* idea expressed by the word "object," anything *in the way of* sight, touch, action, etc.

Develop-
ment.

1. Place on B.B. sentence containing transitive verb with object, — "John broke the stick."
2. The class give the word expressing the action, and the word naming the thing or *object* (use this word) acted upon.
3. The idea of *grammatical* object is then developed, care being taken to distinguish the object of the *action* from the object of the verb, — the thing from the name of the thing. Thus:
4. What part of speech is the object of the verb? What is the use of this noun in the statement? With what word is it connected? To what word is it *related*? What is the *relation*? It is *related* to the verb as its *object*. Drill.
5. Take other examples, etc.

NOTE. — The plan will now be followed out in a manner similar to that set down for the nominative case; and it may be shown that the objective relation of the noun may sometimes depend on a *preposition*.

POSSESSIVE CASE.

Introduc-
tion.

The ideas presented by the words "possessor" and "possession" are presented to the class in a *general* way.

Develop-
ment.

1. The teacher gets an article belonging to one of the pupils.
2. Bring from the class a statement showing to whom it belongs, — "That is John's book."
3. The object is placed on the teacher's desk. The class is asked to make a statement, telling where John's book is. "John's book is on the table" (*or*, "John's book is on the teacher's desk"), thus giving two pos-

- sessive forms (although perhaps *one* form is enough for the time being). This form is written *correctly* on B.B.; that is, the possessive form is correctly marked by the teacher, without any comment.
4. Review the nouns in this sentence, — *John's, book, table.*
 5. The teacher points to the word *John's*, and questions the class as to who is named by this word. The class will point out the boy who is thus named.
 6. Ask John to go to the B.B.; ask him to *write his name as he usually writes it*. He will write it thus: *John.*
 7. The class is now led to see the difference in *form* between the two words. *Each* of them *names the boy*, but in the case of *John's* a change is made to show that the *person* is spoken of as a *possessor*. Drill.
 8. Talk with the class on the way in which the change is made.
 9. Use other examples in the *singular*, with good drill in each case.

NOTE. — This may be enough for *one* lesson; but the teacher may, at his discretion, introduce the plural form, marked in the possessive by the apostrophe only.

Generaliza-
tion.
Technical
Term.
Definition.
Practical
Exercises.

As in two preceding plans.

COMPARISON OF ADJECTIVES.

Topic.

Two objects of the same kind and having a common quality may be compared so as to find out which has more of the quality than the other. Three or more objects of the same kind and having a common quality may be compared so as to find out which of them has most of the quality. To express this "more" of the

quality or "most" of the quality, the adjective expressing the quality is changed. The adjective thus changed is said to be *compared*, and the changes are called *degrees of comparison*, of which there are three,—the *positive* degree, the *comparative* degree, and the *superlative* degree.

NOTE.—It is the *objects* which are "compared," but this term is transferred to the *word* or adjective.

Introduc-
tion.

Review definition of qualitative adjective; bring out ideas underlying *comparison*, *contrast*, and *degree*.

Develop-
ment.

1. Draw a *long* line on B.B.

NOTE.—This plan will develop *long*, *longer*, and *longest*. *Broad*, *broad*er, and *broadest* may be used very conveniently for a first lesson. By means of two pieces of ribbon—a narrow one and a broad one—the idea of *broad* may be brought out; then the lesson may proceed in a manner somewhat similar to the following development, which uses *long*.

2. Bring from the class the statement that it is a *long line*. (By *contrast* with a *short* one in case of difficulty.)
3. Draw another long line, the *same length* as the first line.
4. Covering first line, bring from the class the statement that the second line is a *long line*.
5. The class is next led to see that both lines have same length; each is a *long line*; both are *long lines*; both have *same length*. Good drill.
6. Rub out second line and draw a *new line* for No. 2,—a line *somewhat longer than the first*.

NOTE.—It has been suggested that, instead of rubbing out the second line and putting in a *new* one longer than either of the first two lines, the old line, No. 2, may be *prolonged*, thus making it longer than No. 1. Some teachers prefer the plan given above.

7. } As in 4 and 5, with the necessary *omissions* from 5 ;
8. } thus, "each is a long line ; both are long lines."
9. The class is now called on to compare the lines as to length. Have these two lines the same length ? If they have not the same length, how shall we state this fact ? The pupils will say, "They are not the same length," or, "One is longer than the other," or, "The second line is longer than the first."
10. Bringing the words from the pupils, the teacher puts the words "long line" opposite first line, at the left ; and "longer line" opposite second line to the left.
11. Draw a third line, the longest of the three, and develop as before, — it is a long line ; then, the first is a *long line*, the second is a *long line*, the third is a *long line* ; but the third is the *longest line*.
12. Write (pupils tell the words) "longest line" opposite third line, at the left.
13. Drill. Why did we say *longer line* in the second case ? Because the second line has *more* of the quality of "longness" or length than the first line. Why did we say "longest line" in the third case ? Because the third line has *most* of the quality of "longness" or length.
14. The teacher presents other illustrations, *objectively*, such as, *tall, high, deep, rough*, etc.
15. Now call the attention of the pupils to the *change* in the form of the adjective, and to *why* this change is made. (*How* it is made may, or may not, be referred to in this first lesson, the special point being the fact that *a change is made*.)

Generaliza-
tion.

Each of these adjectives is *changed*, and changed for a certain purpose.

Technical
Term.

We call this change *comparison* (B.B.), and each change as it is made is called a *degree* or *step* in the

comparison, thus giving us three degrees or steps, — positive, comparative, and superlative.

Definition.
Practical
Exercises.

} As in former plans.

INFLEXIONS OF THE VERB, — VOICE, MOOD, AND TENSE.

VOICE.

Topic.

With a certain form of the verb, its subject names the *actor*, or doer of the action; with another form, the subject names the object or thing acted upon. This property of the verb (or change in its form) is called *voice*; the first form being called the *active* voice; the second, the *passive* voice.

NOTE. — In the “active voice” the thing named by the subject of the verb is *active*, that is, doing something; in the “passive voice,” the thing named by the subject is *passive*, that is, doing nothing, *but having something done to it*. These active and passive states of the things spoken of give the names to the verbs.

Introduc-
tion.

Every transitive verb suggests three things, — an action, an actor, and a thing acted upon; and the *statement* made by the transitive verb includes three things, — a subject, a verb, and an object of the verb.

NOTE. — Care must be taken in this lesson to distinguish carefully between *words* and *things*. For example, do not allow the following: “The subject of the verb is the actor,” or, “The object of the verb is acted upon.” The subject of the verb names the actor, etc.

Develop-
ment.

1. Sentence on B.B. This sentence will have a transitive verb, with object, — “John broke the window.”
2. The class is questioned as to what the action is, and who performs it. The action of *breaking*, and *John* (the *person*, John) performs the action.
3. Attention is called to the verb and its subject. The verb *broke* has for its subject the noun *John*. Bring this from class by questioning.

4. The class is led to see that with this form the *subject of the verb* names the *actor* or doer of the action. Drill.
5. The form is now changed by *the teacher*, or by the teacher with the help of the pupils.

NOTE.—It is not well to ask the pupils to make the *complete change*. It will be only *guess work* with them. The teacher, as has been suggested, may do this work, or have the pupils *complete the sentence* when the teacher writes the *new subject* on the B.B., — “The window —.” Say to the class, “What statement may we make about the window?” Even in this case the pupils may not see the point.

The form is now, “The window was broken by John.”

6. The class is led to see that with this form the *subject of the verb* names the *thing acted upon*. Question the class so as to bring out this point.
7. Drill on the contrast, — with one form of the verb we have, etc.; with the other form of the verb we have, etc.
8. Take other examples and deal with them in a similar manner.

Generaliza-
tion.

Here we have two verb-forms, — the subjects in one group name the actors, the subjects in the other group name the things acted upon.

Technical
Term.

Tell the class that this property in the verb, or difference in form, is called *voice*, and that the first form is called, etc.

Definition.

Bring from the class simple definitions of *voice*, *active voice*, and *passive voice*.

Practical
Exercises.

1. Sentences given orally by teacher; pupils tell what the verbs are, and whether they are in the active voice or in the passive voice.

2. Sentences written on B.B. by teacher; pupils copy and deal with them as before.
3. A page or pages of the "Reader" used for same purpose.
4. Pupils are called on to change from active voice to passive voice, and *vice versa*.
5. Pupils compose a number of sentences of each kind.

MOOD.

Topic.

There are different ways in which the attribute or fact indicated by the verb is connected in thought with the thing named by the subject. This relation, as expressed by the verb, is called the *mood* of the verb.

NOTE.—The analytic plan may be used successfully in this connexion. The teacher may place on the B.B. sentences such as the following: *Change* your conduct; He *changes* (or *changed*) his conduct; Will he *change* his conduct? Unless he *change* his conduct he will lose his place. Here we have a *command*, a *direct statement*, a *direct question*, and a presentation of something which is simply *thought of*, not spoken of as an actual or possible fact. The class may be told that this light in which we look upon the verb is called its *mood*, and after other examples the class may be told that the first example presents the verb in what is called the *imperative* mood; the second and third examples, the *indicative* mood; and the fourth, the *subjunctive* mood. It may be said that a long study is needed by pupils—indeed, by grammarians—before some of the so-called *moods* are thoroughly understood.

IMPERATIVE MOOD.

Introduc-
tion.

Review definitions of verb and statement; and bring from class some ideas about a *command*.

Develop-
ment.

1. The teacher selects one of the pupils, — John.
2. Teacher says: "I shall make the B.B. talk to John; and I wish John to be guided in his action by what the B.B. says to him."

3. Teacher writes on B.B., "Lift your book"; calls John's attention to it, and asks him to do what is suggested by the words on the B.B. John performs the action.
4. The attention of the class is now called to what John did, and why he did it. He carried out or obeyed a *command*.
5. Question the class: "What told him to do this?" "What gave him the command?" The *verb*.
6. Drill. Then the verb is used in this group of words to give a *command*.
7. Other examples bringing out the same idea.
8. B.B. summary. "Some verbs are used to give a command."
9. The class is now asked to make a statement about what John *does* or did in obeying the first command. Bring from the class, "John lifts his book," or, "John lifted his book."
10. Bring from the class that this is a *statement*; the verb is used to make a *statement*.
11. Give or bring from the class other statements, if possible using the verbs used in imperative mood.
12. Good drill with B.B. summary. "Some verbs are used to make *statements*."

NOTE. — Some teachers omit from the first lesson the development of the direct *question*. It can be easily presented if the teacher so desire. Teacher says to the pupils: "If I left the room when I made the B.B. talk to John, and wished to know on my return whether he carried out the command, what would I say?" "Did John lift his book?" Lead class to see that this is a *direct question*, and proceed as in the case of the statement.

13. Place on B.B. the sentence, "Unless John lift his book it will be taken from his desk."

NOTE. — It is very difficult to bring out the subjunctive form *objectively*. It is more easy for the teacher and pupils that the teacher place the sentence at once on the B.B.

14. Call the attention of the class to the verb *lift* in this sentence. It does not give a command; it does not make a direct statement; it does not say that he will lift his book, or will not lift his book; it simply presents something *thought of*.
15. Other illustrations are presented to the class for the purpose of bringing out this point clearly.

NOTE. — The teacher must not be disappointed if the pupils have not a very clear idea of the function of the verb in this connexion. A long time of study is needed for a thorough understanding of this mood.

16. B.B. summary. "Some verbs are used to represent the action or attribute as merely thought of."

Summary
and
Technical
Term.

Now call attention to the three forms; give good drill, and tell the pupils that these different ways in which the verb is used are called its *moods* or its *mood*; that the first way is called the *imperative mood*; the second, the *indicative mood*; and the third, the *subjunctive mood*.

Practical
Exercises.

1. Picking out verbs from sentences, and telling the mood.
2. Pupils compose sentences to exemplify the different moods.

TENSE.

NOTE. — In this lesson it is important to distinguish between *time* and *tense*. *Time* refers to the *action*; *tense*, to the *word expressing the action*.

Topic.

An action may be spoken of as taking place now; or as having taken place in the past; or as about to take place in the future. The change which takes place in

the *verb* to mark this change of time, or *the property in the verb* marking this change of time, is called the *tense* of the verb. Of tense there are three forms, corresponding to the three natural divisions of time. These forms are called the *present tense*, the *past tense*, and the *future tense*.

Introduc-
tion.

Bring from the class the three natural divisions of time, and that if we speak of an action we must refer it to some one of these three divisions of time.

Develop-
ment.

1. The teacher lifts the bell, and says, while he is doing so: "I lift the bell." This statement is placed on the B.B.
2. The class is questioned regarding the verb and the action expressed by the verb, — the verb *lift*; the action *lifting*.
3. Teacher says to class: "Now when I say, 'I lift the bell,' at what time is the lifting going on?" Just at time of speaking, at the *present time*.
4. Drill. "*Lift*, therefore, in the expression, 'I lift the bell,' expresses what is going on at the time of speaking, or at the present time." Pupils carefully look at *form* of word.

NOTE. — Other illustrations may be used here to strengthen this idea; but some teachers proceed at once to a new form.

5. Teacher says to class: "Now, if I wish to let you know that this action of lifting took place yesterday or last week, would the form 'I lift' be suitable for the purpose?" "No." If not, what form would be suitable and proper? "I lifted."

NOTE. — There is a well-grounded objection to forms of question which require "Yes" or "No" for answer. But sometimes, as in this case, the simple negation, or *shutting out* of that particular form, makes the contrast plainer and stronger.

6. Why was "I lift" changed into "I lifted"? to express what? An action that took place in the *past*, or in *past time*.

7. Drill. "I lifted" expresses *past time*. Pupils look carefully at the *form* of the word; there is a *change*.

NOTE. — See Note under 4.

8. Teacher says to class: "If I wish to tell you that this action of lifting will take place to-morrow, will either of the two forms already given serve the purpose?" "No." "If not, what change shall I make?" A change to, "I shall lift the book to-morrow," or, "I shall lift the book."

NOTE 1. — See Note under 5.

NOTE 2. — The plan of analyzing the expression "I shall lift" into an indicative and an infinitive form, "I shall to lift," may be left to later and more scientific investigations in grammatical structure.

9. Why this second change? to express what? An action which will take place in the future, or, rather, to tell that an action will take place in the future.

NOTE. — See Note under 4.

Summary.

10. Review and drill. There are three forms: one expressing present time of action; another, past time; another, future time.

11. Attention is now called to the three forms, to the *changes*. Why the changes? We changed the form of the *word* when there was a *change of time* to be expressed.

Technical
Term.

The pupils are told that this change in the form of the word, or this property in the word, is called its *tense*. *Tense* refers to the *word*; *time*, to the *action*.

Definition
and
Practical
Exercises.

} As in former plans.

THE INFINITIVE MOOD.

NOTE. — Sometimes this topic is included in the *gerund*, — the infinitive being presented as one form of the gerund. The infinitive receives separate treatment here. (See plan on the Gerund.)

Topic. Some verbs are limited by their subjects as to number and person; others are not so limited. A verb of the first kind is called a *finite* verb; one of the second kind is called an *infinitive verb* or a verb in the *infinitive mood*. The latter very often takes the place of a noun, and may, therefore, be the subject or the object of a verb. (Later it may be shown that the infinitive sometimes takes the place of an adverb, but the so-called *substantive* use is the natural use of this form.)

**Introduc-
tion.**

Write on B.B. the following sentences: —

- (a) I am here;
- (b) John am here.

The pupils are called on to read these sentences and to decide as to their correctness. "John am here" is not correct; "John is here" is the correct form. The form of the verb must conform to the "person" of its subject.

- Again, —
- (a) John is here;
 - (b) John and James is here.

Deal with these in a similar manner. The latter must be changed, because the form of the verb must conform to the "number" of the subject.

Tell the class that the verbs in this case are said to be *limited*; that is, limited in number and person by the subject. From this the word *finite* may be easily developed, by referring to the word *finis* at the end of a book, *finis* meaning an end or *limit*.

**Develop-
ment.**

1. Place on B.B. the following sentences: —

- (a) I love to study;
- (b) John loves to study.

2. What are the verbs in these sentences? *Love* and *study*.
3. Why is *love* changed to *loves* in the second line? To agree with the subject in "person." What do you notice about the word *study* in each sentence? It is the same in both; there is no change.
4. The class may be led to tell why there is a change in one verb, and no change in the other. *Love* and *loves* agree, each with its own subject, in person. *Study* is not affected by any subject. *Love* has a subject; *study* has not.
5. Take other illustrations similar to this, — one verb is *limited*; the other is not.
6. Place the following sentences on B.B.
 - (a) To ride is a pleasant exercise;
 - (b) To row is a pleasant exercise.

Combine. To ride and to row are pleasant exercises.

7. The attention of the class is called to the change from *is* to *are*, denoting a change in "number" in the subject. There is no change in *ride* or *row*; they do not depend on any subject.
8. Other illustrations may be taken for a similar purpose.

NOTE. — Should the adverbial function of the infinitive be used simply as an aid to showing the *finite* form as opposed to the *infinitive*, with no reference to function, that form will be found helpful. Thus: —

- (a) The glutton *lives to eat*;
- (b) The wise man *eats to live*.

Compare *lives* and *to live*; *to eat* and *eats*.

Generaliza-
tion.

There are certain verb forms which express the action in a *general way*, with *no limitation* of number or person.

Technical
Term.

Each of these forms is called an *infinitive* (opposed to *finite*), or is called the *infinitive mood* of that verb.

Definition.
Practical
Exercises.

} As in former plans.

THE GERUND.

NOTE.—See Note under “Infinitive Mood” in plan for that lesson.

Topic.

The gerund (verbal noun) is a part of the verb. It ends in *ing*, is used as a noun, and may, therefore, be the subject of a verb, the object of a verb, or the object of a preposition.

If it is formed from a transitive verb, it retains the governing power of the verb.

Introduc-
tion.

Review verb, action, how that action is named generally,—*read, reading; walk, walking; etc.*

Develop-
ment.

1. Place on B.B. the following sentences: “Rowing is a healthy exercise,” or, “Skating is a healthy exercise.”
2. Bring from the class the subject of the verb. What is the subject of the verb in the first sentence? *Rowing*.
3. Now investigate: From what part of speech is *rowing* derived? From the verb *row*. How is it formed? By adding *ing*. What is its use? It is the subject of the verb, and therefore *takes the place of a noun*, and may be called a noun. Drill on this general use.
4. Take another illustration, such as the following: “I like walking,” or, “I like reading.”
5. Bring from class the function of the words *walking* and *reading*, and then investigate as in 3.
6. (At the discretion of the teacher.) Such examples as the following may now be introduced: “*Losing* his fortune drove him mad.” “He injured himself in *injuring* them,”—where the verbal form is a part of a *group*. Thus, “Losing his fortune” is the logical

subject; "Losing" is the bare subject. "Injuring them" is the real object of *in*; but *injuring*, alone, may be taken as the object, which retains the governing power of the verb from which it is derived, thus governing *him* in the objective case.

Generaliza-
tion.

All these words are alike in certain particulars,—they are derived from verbs; they end in *ing*; and they are used as nouns.

Technical
Term.

The class is told that these words are called gerunds, which is another name for *verbal nouns*.

Definition.
Practical
Exercises.

} As in former plans.

THE PARTICIPLE.

Topic.

The participle is a part of the verb, used as an adjective, and thus modifies the meaning of a noun. (Participle—*participates* in the nature of the verb and the adjective.) There are two forms: one ending in *ing*, the other ending in *en*, *d*, *ed*, or *t*. That ending in *ing* is called the *imperfect* participle; the other, the *perfect* participle, which, when formed from a transitive verb, may have an object.

NOTE. — In such examples as "*waving* branches," "*cheering* words," "*foaming* waves," "*alarming* news," it is hardly necessary to deal with these as other than ordinary *qualitative* adjectives. It is in more complicated constructions that the true participial nature is seen.

Introduc-
tion.

Review Verb, Adjective, and Transitive Verb.

Develop-
ment.

1. Sentence on B.B.: "Hearing the noise, John went to the window."
2. The class is called on to divide the sentence into logical subject and logical predicate. Good drill.
3. Class is asked to give *bare* subject. "John."

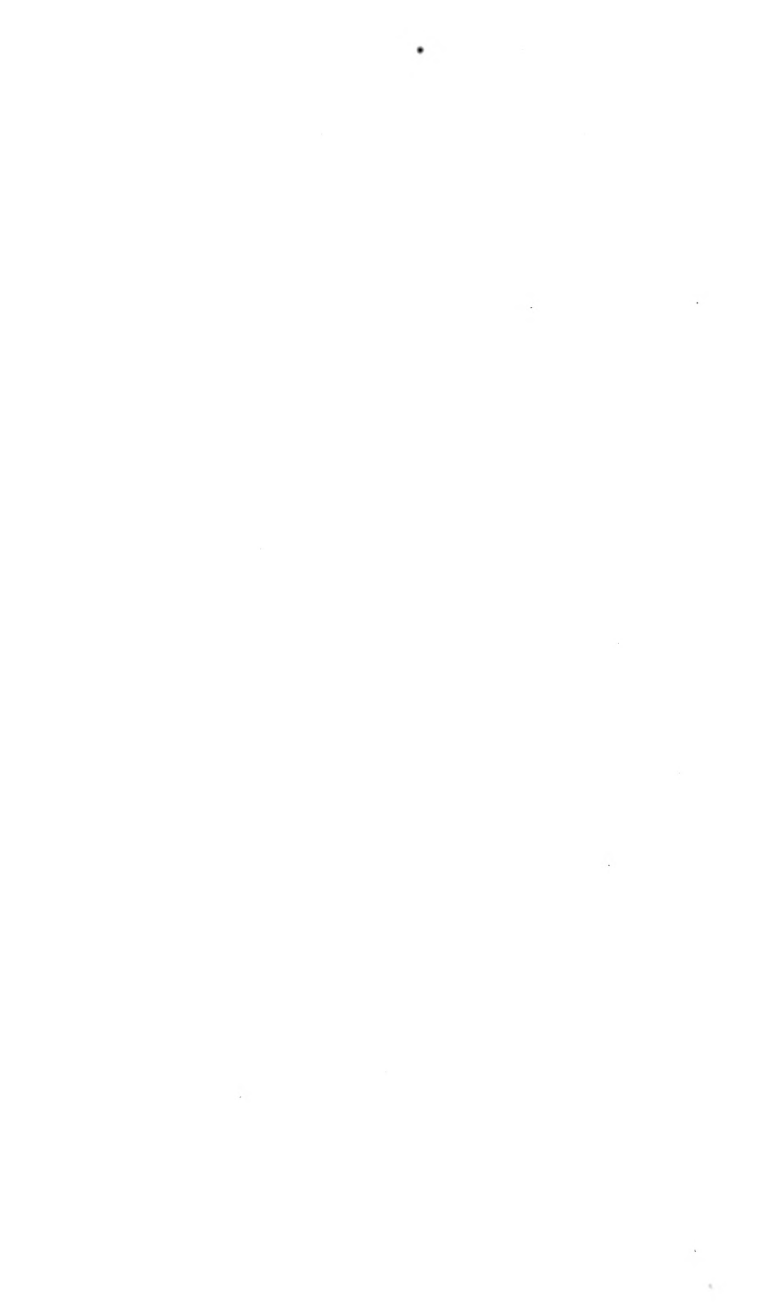
4. What are the other words belonging to the subject? "Hearing the noise." What use? They refer to *John*, — to a *noun*; and therefore take the place of an adjective.
5. What is the word which particularly describes John, or tells something about him? The word "hearing."
6. Now investigate. From what part of speech is this word derived? what use? It is a word derived from a verb and used as an adjective, modifying the meaning of the noun *John*. (Do not refer to the *form* until a later period of the lesson.) Good drill on these two characteristics of the word.
7. Take other illustrations of this use of the part of the verb ending in *ing*, such as, —
 - (a) *Quitting* the forest, we advanced into the open plain;
 - (b) He strode up the hall, *bowing* right and left to the guests;
 - (c) *Smiling* scornfully, he strode into the circle;bringing out, by thorough drill, the adjective use of the word, and its derivation from a verb.
8. Take illustrations of verbal adjectives with the other terminations and deal with them similarly, —
 - (a) *Frightened* by the noise, he ran away;
 - (b) Hope *deferred* maketh the heart sick;
 - (c) *Mounted* on a splendid charger, the general rode in front;
 - (d) *Written* in a hurry, the essay wanted strength;
 - (e) *Built* by an experienced man, the house was very comfortable;

bringing out the verbal and the adjective significations.

9. Reference may now be made to the *form* of the participle, although this does not in any way affect its *nature* or *function*, which is the main point of the lesson.

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} Developed as in former plans.





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